

ESTILL MIDDLE

555 Third Street West
Estill, South Carolina 29918

GRADES 5-7 Middle School

ENROLLMENT 380 Students

PRINCIPAL Joyce Colter 803-625-5200

SUPERINTENDENT Dennis Thompson, Jr. 803-625-5000

BOARD CHAIR Mrs. Myrtle Sumter 803-625-2187

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	19	13

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 12 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Unsatisfactory	Good	N/A
2002	Unsatisfactory	Below Average	N/A
2003	Unsatisfactory	Unsatisfactory	No
2004	Unsatisfactory	Good	No

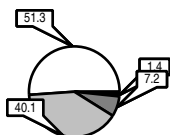
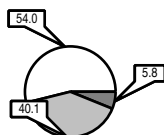
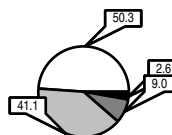
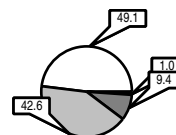
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

98.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****Middle Schools with Students like Ours****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	366	98.4	53.4	40.7	5.9	0.0	12.4	No	Yes
Gender									
Male	186	97.3	58.8	38.4	2.8	0.0	7.3		
Female	180	99.4	48.0	42.9	9.0	0.0	17.5		
Racial/Ethnic Group									
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African-American	353	98.9	53.4	40.8	5.8	0.0	12.5	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	302	99.3	52.4	41.5	6.1	0.0	12.9		
Disabled	64	93.8	58.3	36.7	5.0	0.0	10.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	366	98.4	53.4	40.7	5.9	0.0	12.4		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	361	98.3	53.6	40.7	5.7	0.0	12.3		
Socio-Economic Status									
Subsidized meals	340	98.2	54.6	39.6	5.8	0.0	12.5	No	Yes
Full-pay meals	26	100.0	38.5	53.8	7.7	0.0	11.5		

Mathematics - State Performance Objective = 15.5%									
All Students	366	98.9	50.8	40.4	7.3	1.4	17.7	Yes	Yes
Gender									
Male	186	98.4	54.2	40.2	5.0	0.6	15.6		
Female	180	99.4	47.5	40.7	9.6	2.3	19.8		
Racial/Ethnic Group									
White	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	353	99.4	50.1	41.2	7.5	1.2	18.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	302	99.3	45.6	43.9	8.8	1.7	21.1		
Disabled	64	96.9	75.8	24.2	0.0	0.0	1.6	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	366	98.9	50.8	40.4	7.3	1.4	17.7		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	361	98.9	50.7	40.7	7.4	1.1	17.7		
Socio-Economic Status									
Subsidized meals	340	98.8	51.8	40.6	6.4	1.2	15.8	Yes	Yes
Full-pay meals	26	100.0	38.5	38.5	19.2	3.8	42.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	141	97.9	60.2	35.3	4.5	N/A	4.5
	Grade 6	115	99.1	66.7	24.8	8.6	N/A	8.6
	Grade 7	111	100.0	46.8	47.9	5.3	N/A	5.3
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	132	97.7	51.9	45.0	3.1	N/A	3.1
	Grade 6	124	99.2	59.0	34.4	6.6	N/A	6.6
	Grade 7	109	99.1	50.9	43.5	5.6	N/A	5.6
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	141	99.3	66.4	27.6	4.5	1.5	6.0
	Grade 6	115	100.0	54.3	41.0	4.8	N/A	4.8
	Grade 7	111	100.0	67.0	21.3	10.6	1.1	11.7
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	1	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	132	98.5	50.8	40.0	7.7	1.5	9.2
	Grade 6	124	100.0	47.2	44.7	5.7	2.4	8.1
	Grade 7	109	99.1	56.5	35.2	8.3	N/A	8.3
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 380)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	8.8%	14.6%
Retention rate	5.7%	Up from 0.5%	4.1%	3.0%
Attendance rate	94.4%	Down from 94.5%	95.8%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	9.4%		9.1%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.1%		8.5%	5.3%
Eligible for gifted and talented	2.6%	Up from 2.2%	5.6%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.6%	Down from 12.7%	15.1%	13.9%
Older than usual for grade	8.9%	Up from 6.4%	8.3%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	5.3%	Up from 1.4%	1.5%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 26)				
Teachers with advanced degrees	42.3%	Up from 38.5%	46.7%	48.7%
Continuing contract teachers	69.2%	Down from 84.6%	69.8%	81.7%
Highly qualified teachers**	95.2%	N/A	87.9%	90.4%
Teachers with emergency or provisional certificates	19.0%		12.2%	5.3%
Teachers returning from previous year	83.5%	Up from 78.2%	73.4%	85.1%
Teacher attendance rate	94.5%	No change	94.4%	94.8%
Average teacher salary	\$39,690	Up 4.1%	\$39,046	\$40,566
Prof. development days/teacher	14.4 days	Up from 14.1 days	11.5 days	11.0 days

School				
Principal's years at school	2.0	Up from 1.0	2.0	3.3
Student-teacher ratio in core subjects	18.8 to 1	Up from 12.7 to 1	17.9 to 1	21.3 to 1
Prime instructional time	83.7%	Down from 83.8%	87.8%	89.3%
Dollars spent per pupil*	\$7,720	Down 17.4%	\$7,672	\$5,821
Percent of expenditures for teacher salaries*	60.0%	Up from 0.0%	60.3%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	92.2%	Down from 94.8%	83.8%	95.0%
SACS accreditation	Yes	Up from No	Yes	Yes
Character development program	Good	N/A	Average	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	84.6%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Estill Middle School is the only middle school in Hampton School District Two, which is located in the Low Country of South Carolina. The small, rural town of Estill is quiet and peaceful. It is an ideal place to live for people who want to get away from the hustle and bustle of city life. The people are hard-working and caring folks who are concerned about their progressive community.

The mission of Estill Middle School is to ensure that all students achieve success by providing challenging educational programs in partnership with parents and the community. The Estill community, parents, school board members, administration and faculty/staff work collaboratively as a team to improve student achievement at Estill Middle School. Parents are encouraged to become more actively involved in the education of their youngsters and in the school activities and programs in which their children participate. Parents have been more involved this year by visiting our school, conferencing with teachers/administrators and volunteering. Research says that student achievement improves when parents are actively involved in their child(ren)'s education. Our students have shown improvement in the areas of academics and behavior.

As principal of Estill Middle School, my first priority for school year 2003-2004 was to improve our Report Card rating from UNSATISFACTORY to EXCELLENT. Improvement strategies were implemented to help our students perform better on the Spring 2004 PACT. Students were encouraged to do their best on PACT daily. They were reminded practically every morning on the PA system to learn the skills that were being taught in their classes in order to do well on PACT. Attitudes and expectations changed immensely as everyone focused on PACT skills being taught and learned with more vigor.

The faculty and staff worked diligently with students to increase academic achievement and self-awareness through various innovative and beneficial programs and activities. These programs and activities included A+ Math, Academy of Reading, Thinking Maps, Cunningham Four Block Model, Standards in Practice (SIP) Model, Everyday Math (5th/6th grade) and Math Thematics (7th grade). Teachers worked long hours after school to assist students with Reading and Math skills in the EMS Homework Center, and the KEYS and EPICS after-school programs.

We are very optimistic that the students at Estill Middle School will improve their scores on the Spring 2004 PACT.

Marsha Robinson, President
School Improvement Council

Joyce Colter
Principal

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	25	93	27
Percent satisfied with learning environment	44.0%	71.7%	53.8%
Percent satisfied with social and physical environment	58.3%	75.3%	69.2%
Percent satisfied with home-school relations	20.8%	70.0%	51.9%

*Only students at the highest middle school grade level at this school and their parents were included.